

Министерство образования Республики Беларусь

Учреждение образования
«Гомельский государственный университет имени
Франциска Скорины»

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**ПРАКТИЧЕСКАЯ ГРАММАТИКА
АНГЛИЙСКОГО ЯЗЫКА**

**Практическое пособие по теме
«Синтаксис. Сложное предложение»
для студентов 3 курса специальности
1 – 02 03 06 01 «Английский язык»**

В 2 частях

Часть 2

Гомель 2009

УДК 811.111 (075.8)
ББК 81.432.1 – 923.22
П 837

Рецензенты:

кафедра теории и практики английского языка
учреждения образования «Гомельский государственный
университет имени Франциска Скорины»

Рекомендовано к изданию научно-методическим советом
учреждения образования «Гомельский государственный
университет имени Франциска Скорины»

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П 837 Практическая грамматика английского языка :
практическое пособие по теме «Синтаксис. Сложное
предложение» для студентов 3 курса специальности 1 – 02 03
06 01 «Английский язык» / А. Е. Протопопова, Н. В. Насон,
Е.И. Попкова; М-во образ. РБ, Гомельский госуниверситет им.
Ф. Скорины. – Гомель : ГГУ им. Ф. Скорины, 2008. – 60 с.

Практическое пособие по теме «Синтаксис. Сложное
предложение» является частью комплекса практических
пособий для студентов специальности 1 – 02 03 06 01
«Английский язык» и направлено на развитие навыков и
умений устной и письменной речи

УДК 811.111 (075.8)
ББК 81.432.1 – 923.22

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Введение

Практическое пособие по грамматике английского языка предназначено для студентов 3 курса специальности 1 – 02 03 06 – 01 – “Английский язык” при изучении темы: “Синтаксис. Сложное предложение”. Пособие разделено на несколько частей по разрядам местоимений соответственно, содержит глубокое и подробное описание необходимого грамматического материала по теме, то есть описание случаев употребления, и серию упражнений для закрепления.

Синтаксис английского языка – далеко не самая хорошо изучена и разработанная тема в практической грамматике английского языка. Существует некоторая потребность в учебных пособиях как теоретического, так и практического характера по данной теме. Авторы ставят перед собой цель несколько восполнить этот пробел, используя не только различные издания, но также и свой опыт преподавания английского языка и общения с носителями языка.

Практическое пособие ставит своей целью обучение грамматическим навыкам устной речи; адресовано как для работы на занятиях, так и для самостоятельной работы студентов.

Все упражнения имеют коммуникативную направленность, сгруппированы по принципу «от простого к сложному». При составлении данного пособия авторы широко использовали литературу по теме, изданную в последние годы в СНГ и за рубежом.

The Compound Sentence

Theoretical Preliminaries

The type of classification of sentences which you will study is based upon the number and kinds of clauses which a sentence contains. According to this classification, sentences are divided into four groups: simple, compound, complex, and compound complex. In this unit we shall limit our study to the simple sentence and the compound sentence.

Before you can understand the difference between a simple sentence and a compound sentence, you must have a very clear idea of what is meant by a clause in grammar.

A **clause** is a group of words that has a subject and a predicate. There are two kinds of clauses: independent or main clauses and dependent or subordinate clauses.

An **independent clause** is a group of words that has a subject and a predicate. An independent clause does not depend upon anything else for its meaning. It expresses a complete thought. An independent clause is a simple sentence when it stands alone.

The officer blew his whistle and the cars stopped.

In this sentence, there are two independent clauses. The first independent clause in *The officer blew his whistle*. The second independent clause is *the cars stopped*. These clauses could be written as two simple sentences by omitting the conjunction *and*. The conjunction *and* does not belong to either of the independent clauses. It simply brings the two independent clauses together in one sentence.

The officer blew his whistle. The cars stopped.

A **subordinate clause** is a group of words that has a subject and a predicate, *but the clause cannot stand alone*. A subordinate clause does not express a complete thought. It depends upon the main clause for its meaning. The connective, or the word that introduces the subordinate clause, plays an important part in making it a dependent clause. In the following sentence the subordinate clause is underlined.

The cars stopped when the officer blew his whistle.

In this sentence, the group of words, *when the officer blew his whistle*, is a subordinate clause. It cannot stand alone although it has both a subject and a predicate. The word *when*, which introduces the clause, makes the words which follow it dependent upon the main clause for the meaning. That is the reason why the clause, *when the officer blew his whistle*, is called a dependent or a subordinate clause.

The group of words, *the cars stopped*, is an independent clause. It could stand alone. It is the main clause in the sentence because it states the main idea in the sentence.

The Simple Sentence

A **simple sentence** is a sentence having *one* subject and *one* predicate, either or both of which may be *compound*. A simple sentence consists of one and only one independent clause. All of the following sentences are simple sentences, but some have compound subjects or predicates. The last sentence has both a compound subject and a compound predicate.

John joined the Navy. (simple subject and predicate)

John and Fred joined the Marines. (compound subject)

Mary sang and played at the concert. (compound predicate)

Mary and Jane sang and played at the concert. (compound subject and predicate)

Note that a compound subject does not mean two subjects. It means the *one* subject is made up of two or more nouns or pronouns. A *compound predicate* does not mean two predicates. It means that *one* predicate is made up of two or more verbs or verb phrases.

The Compound Sentence

A **compound sentence** is a sentence that *contains two or more independent clauses*. The independent clauses of a compound sentence must be joined in some way to indicate that the independent clauses form one sentence.

When you put two independent clauses or two simple sentences together to form one longer sentence, you have a compound sentence:

John joined the Navy. (simple sentence)

Harry joined the Marines. (simple sentence)

If you join these two simple sentences in order to make a compound sentence, you have the problem of punctuation and the problem of using a conjunction. The following sentences show the ways in which two simple sentences might be joined to form one compound sentence:

*John joined the Navy, **but** Harry joined the Marines.* (comma and conjunction)

John joined the Navy; Harry joined the Marines. (semicolon)

*John joined the Navy **but** Harry joined the Marines.* (conjunction only)

From these illustrations you can see that the independent clauses of a compound sentence may be connected in one of three ways:

- 1 By using a comma before a conjunction
- 2 By using a semicolon without a conjunction
- 3 By using a conjunction without a comma

All three methods of writing a compound sentence are correct. However, you will use the first method, a comma before a conjunction, much more frequently than the other two methods. You will learn more about each method of punctuation as you progress in this unit.

Identifying the Compound Sentence

Some persons have difficulty in distinguishing between a simple sentence with a compound subject or predicate, and a compound sentence. The point to keep in mind is that the compound sentence must be the equivalent of at least *two complete simple sentences*. Examine the following illustration carefully:

The Indian squaw cooks, sews, and builds the wigwam.

This is not a compound sentence. It is a simple sentence with a compound predicate. You could not possibly make two independent clauses out of the sentence as it is written. In order to turn it into a compound sentence, you would have to supply another subject and write the sentence as two independent clauses:

*The Indian squaw cooks and sews, **and** she builds the wigwam.*

Coordinate Conjunctions

The independent clauses of a compound sentence are often connected by a coordinate conjunction. **Coordinate** means of the same *rank* or of *equal rank*. **Coordinated conjunctions** are used to connect words, phrases, and clauses of equal rank. The independent clauses of a compound sentence are of the same rank; therefore, we use a coordinate conjunction to connect them. The coordinate conjunctions that are commonly used for this purpose are *for, and, but, or, not, and while* when it means the same as *but*.

Use of the Comma and Coordinate Conjunction

When a coordinate conjunction is used in a compound sentence, it is usually preceded by a comma. The comma should not be omitted unless the independent clauses are very short and the thought is closely connected. Observe the use of the comma and the coordinate conjunction in each of the following compound sentences. *Arthur washed our new car, **and** Ned polished it.*

*I may consider your plan, **or** I may disregard it.*

*I did not seek the position, **nor** do I want it.*

*Michael likes tennis, **but** he prefers to play golf.*

*Their team was untrained, **while** ours was highly trained.*

*Jack went to bed early, **for** he was very tired.*

In modern writing, the comma is often omitted before the conjunctions *and* and *or*. Careful writers, however, usually place a comma before the conjunctions *but* and *for*. If a comma is not placed before the word *for* when it is used as a coordinate conjunction, *for* might be mistaken for a preposition.

Transitional Words

There is another type of connecting word that you may use between the independent clauses of a compound sentence. The words that belong in this group are not coordinate conjunctions. They are sometimes called **transitional words** because they are not pure conjunctions.

Some of these words have a slight connecting force. Others have some adverbial force. But they all belong to the independent clause which they introduce or in which they are found. Connectives that belong to this group are always preceded by a semicolon.

Since many of these words are regarded as independent elements, they are usually set off by commas. Words like *moreover*, *however*, *therefore*, and *nevertheless* are usually set off. Words like *then*, *still*, *yet*, and *so* are seldom set off by commas when they retain their adverbial force.

Sometimes the connection is made by a group of words. Expressions like the following are transitional words and are regarded as a single connecting word: *in fact*, *on the other hand*, *that is* etc. Study the following illustrations carefully:

The road was unpaved; nevertheless, we drove on in the rain.

I missed the first boat; however, I arrived on time.

The president introduced the speaker; then he sat down again.

Ethel was sick; in fact, she had one of her usual colds.

We arrived early; as a result, we had time to visit with our friends.

We cannot get materials; consequently, we cannot finish the job.

I became tired of doing his work; moreover, I had my own work to do.

I did not dislike the play; on the contrary, I enjoyed it immensely.

On the page following is a list of commonly used transitional words.

Commonly Used Transitional Words

Following is a list of transitional words which are used frequently. Become familiar with them.

accordingly	consequently	furthermore
afterwards	doubtless	hence
again	eventually	however
anyhow	evidently	yet
besides	finally	indeed

likewise	still	for this reason
meanwhile	then	in any case
moreover	therefore	in fact
namely	thus	in like manner
nevertheless	as a result	in short
next	at last	on the contrary
otherwise	at the same time	on the other hand
perhaps	for example	that is
possibly	for instance	in addition

Ex.1 Check yourself by answering the following questions:

- 1 How many base sentences can form a compound sentence?
- 2 By means of what functional words are base sentences connected into a compound sentence?
- 3 Can you derive a compound sentence without any connective functional words and what do you call this type of connection?
- 4 By what transformational rules can the second base sentence be compressed?
- 5 In what case do you delete the verb in the second base sentence?
- 6 In what case do you apply the verb substitutes?
- 7 In what case do you change the finite verb into a Ving?

Ex.2 Comment on the structure of the following sentences and translate them:

- 1 I put my hand in his, and we walked away.
- 2 She wiped the tears from her eyes with the back of her hand, and the smile came back to her lips.
- 3 You were a bit overemphatic, and that spoiled everything.
- 4 Bill turned round, and so did we.
- 5 It was getting far into the afternoon, and the boat still moved slowly.
- 6 I'm lunching with somebody, but you can come along.
- 7 She gave me her hand, but it remained unresponsive.
- 8 He might have easily changed his mind, but he did not.
- 9 Either my invitation didn't appeal to him, or he didn't understand my words.
- 10 Her heart felt tight and sore in her breast, her mind turning like an electric fan.
- 11 The actor had a talent, or so the public thought.

12 Fight or get out.

13 Ted must have told him about our plan, or he may have guessed himself.

14 He was neither going to apologize, nor was he going to offer any explanation.

15 The blue curtains won't go with the green walls, nor will they go with the yellow lampshade.

16 The woodwork in the dining-room needs painting, so does the woodwork in the hall.

17 We discussed the topic a bit further, then the conversation stopped.

18 You understand it perfectly well, and so does Mr. Gramm.

19 Somewhere he heard movements, and then there were foot-steps on the stairs.

20 The air was too scented, it gave no breath.

21 It's all fixed up, we've got his consent.

22 I bought a pair of jeans, and he a sweater.

23 His face was rather ruddy, the cheeks thin.

Ex.3 Connect two base sentences into a compound sentence

a) by using the coordinator "and":

1 The patient's temperature rose. The patient breathed with difficulty.

2 The old man taught the boy to fish. The boy loved the old man.

3 Leo stopped the car. The little man scrambled out of the car.

4 The typescript is not yet finished. The typist's just checking the typescript.

5 Outside the dusk was creeping up. It was beginning to rain.

6 I heard a murmur of voices in the next room. A minute later she came back.

7 People grew annoyed with him. He grew annoyed at himself.

8 The laughter died away. The work continued.

9 The storm of laughter arose. Even the tiniest child joined in the laughter.

b) by using the coordinator "but":

1 They warned me of the possible consequences. I paid no attention to their warning.

2 The words were not strictly true. I never said a word against the word.

- 3 His manners were pleasing. I did not like him.
- 4 The heavy clouds had lifted. The weather did not improve.
- 5 He went across to the telephone. The telephone stopped ringing.
- 6 He gave the door a hard pull. The door wouldn't open.
- 7 The visitor merely bowed coldly. The manager sprang up and held out his hand.
- 8 He asked me to write him. I did not write him.

c) by using the coordinator "or":

- 1 Don't give up your effort. You will be sorry for giving up your effort.
- 2 Lets take a taxi. We'll be late for the train.
- 3 I'm not sure of it. I wouldn't have rung you up.
- 4 You shall tell him all. I shall tell him all.
- 5 Lets change the subject. The guests will get bored with the conversation.
- 6 He must be ill. He would've come.
- 7 You'd better clear out. You'll regret it.
- 8 You must be polite. Nobody will love you.

d) by using the coordinator "nor", "neither", "either", "neither...nor":

Model: 1) I did not play any records.

2) The guests did not ask me to play any records.

I didn't play any records, nor the guests asked me to.

I didn't play any records, neither did the guests ask me to.

I didn't play any records, the guests didn't ask me to, either.

I neither played any records, nor the guests asked me to.

- 1 You didn't come to dinner. The other guests did not come to dinner.
- 2 I never use this phrase. I've never heard anyone use this phrase.
- 3 He can't do it. I can't do it.
- 4 I have never been to the circus. My friend has never been to the circus.
- 5 It doesn't concern you. It does not concern them.
- 6 My mother-in-law does not love light music. My wife does not love light music.
- 7 I never play football. I never watch football played.

e) by using the coordinator "either...or":

- 1 He met with an accident. He forgot the date.
- 2 The book is dull. He lost interest in the book.
- 3 My hints were lost on him. He was unwilling to take them.
- 4 The secretary will do the typing. The stenographer will do the typing.
- 5 The phone is ringing. The doorbell is ringing.
- 6 You will go there at once. You will be punished.

f) by using the coordinator "so":

- 1 I've got something else to think of. I'm leaving.
- 2 I'm quite serious. You mustn't laugh.
- 3 The appointment is too important. I'm not going to miss the appointment.
- 4 I've never seen him. I couldn't have recognized him.
- 5 He must read the paper. I must read the paper.
- 6 My sister has learned to knit. Everybody in her class has learned to knit.

Ex. 4 Respond to the following questions by compound sentences.

Model: Did the doctor allow her sister to go out? Is she feeling better?

Response: She is feeling better, but the doctor didn't allow her to go out yet.

- 1 Would you like to go to the concert? Are the tickets easy to get?
- 2 Are you good at rowing? Does our idea of a rowing tour appeal to you?
- 3 Has your friend finished his composition? What about you?
- 4 Was it fair yesterday? Did you ski?
- 5 Has the fog cleared? What about our walk?
- 6 Would you like fish for the second course? And what will Mary have?
- 7 Shall I translate the beginning or will you?
- 8 Is your presence really important? Are you going to attend the discussion?
- 9 Do you know the camera? Can you repair the release knob?
- 10 Will the boy stay out till ten? Won't he be punished for it?

Ex. 5 Translate into English:

- 1 Ветер перестал, и стало неожиданно холодно.
- 2 Отказываться было неудобно, и я согласился.
- 3 Путники шли уже около трех часов, а деревни все еще не было видно.
- 4 Первое отделение было неудачным, второе ничуть не лучше.
- 5 Или я что-то перепутал, или мне не объяснили как следует.
- 6 Приходите точно в два, иначе вы меня не застанете.
- 7 Она смеялась вместе со всеми, но глаза ее оставались печальными.
- 8 Он не знает об этом, и я тоже.
- 9 Мои родители пошли в кино, а я в театр.
- 10 Мы не были готовы, и такси пришлось отпустить.
- 11 Занавес поднялся, и спектакль начался.
- 12 Он очень изменился, однако все сразу же его узнали.
- 13 Проехал первый автобус, улица проснулась.
- 14 Ни искусство его не увлекало, ни спортом он не интересовался.
- 15 И этот зал не подходит для концерта, и аудитория на втором этаже не может вместить так много народу.
- 16 Мне не понравилась эта роль, и ему тоже.
- 17 Ему не понравился этот роман, а мне да.
- 18 Я не участвовал в лыжных соревнованиях, и Олег тоже не участвовал.
- 19 Мне хотелось подышать свежим воздухом, и я пошел домой пешком.
- 20 Дирижер болен, и концерт придется отложить.
- 21 Деловая беседа закончилась, подали напитки.
- 22 Мне будет приятно увидеть вас, и моей маме тоже.
- 23 Она сидела неподвижно, а слезы катились по ее щекам.
- 24 Одевайтесь теплее, иначе простудитесь.
- 25 Закройте окно, а то мы все замерзнем.
- 26 Вам следует соглашаться немедленно, иначе будет поздно.
- 27 Возражение было убедительным, и я согласился изменить свой план.
- 28 Положение было опасным, но он не растерялся.
- 29 Он сидел и следил за поплавками, а вода плескалась о борт лодки.
- 30 Мы не разговаривали уже два месяца, я не хочу звонить ему.
- 31 Или я ошибаюсь, или в этом действительно что-то есть.

The Complex Sentence

Theoretical Preliminaries

A **complex sentence** is a sentence that consists of one independent clause and one or more subordinate clauses. Subordinate means lower in rank, power, or importance. A subordinate clause is less important than an independent clause because it depends upon the independent clause for its meaning. The independent clause is also called the main or the principal clause. An independent clause is a group of words that has a subject and a predicate, and does not depend upon anything else for its meaning. It expresses a complete thought, and can stand alone.

A **subordinate clause** is a group of words that has a subject and a predicate, but cannot stand alone. A subordinate clause does not express a complete thought. It should never be punctuated as if it were a complete sentence.

A subordinate clause is usually introduced by some type of subordinate conjunction or by a relative pronoun. These connecting words make it clear that the clause expresses an idea that is subordinate to the main clause. They also join the subordinate clause to some word in the independent clause. In the following sentences, the independent clauses and the subordinate clauses are underlined.

I shall be at the station when you arrive.

I shall not go to the park if it rains.

She wore a beautiful dress which her grandmother had worn.

In the first sentence, the subordinate clause is *when you arrive*. The clause is introduced by the **subordinate conjunction** *when*. The group of words, *when you arrive*, has a subject and a predicate, but it cannot stand alone. That is the reason why the clause is called a subordinate clause. It depends upon the main clause for its meaning.

The subordinate clause in the second sentence is *if it rains*. This group of words cannot stand alone. The clause is introduced by the subordinate conjunction *if*. This conjunction helps the subordinate clause express the idea that there is a condition upon which *my going* depends.

The subordinate clause in the third sentence is *which her grandmother had worn*. This clause is introduced by the relative pronoun *which*. The word *which* refers to the word *dress* in the independent clause. A **relative pronoun** always joins a clause to the antecedent of the pronoun. In this sentence, the antecedent of the relative pronoun is *dress*. *Dress* is the word to which the pronoun refers.

The relative pronoun also has an important function in the subordinate clause. It might be the subject of the clause, the object of the verb in the clause, the object of a preposition, or a predicate pronoun after a linking verb.

There are three kinds of subordinate clauses: adverbial clauses, adjective clauses, and noun clauses. Each of these different types is used as a part of speech. That is why subordinate clauses are called adverbial clauses, adjective clauses, and noun clauses.

The **adverbial clause** functions as an adverb. The **adjective clause** functions as an adjective, and the **noun clause** functions as a noun.

Adverbs modify verbs, adjectives, and other adverbs. Adverbial clauses also modify verbs, adjectives, and adverbs. Adjectives modify nouns and pronouns. Adjective clauses also modify nouns and pronouns. Nouns are used as subjects of sentences, as objects of verbs, and as objects of prepositions. Noun clauses are used in the same ways.

Subordinate Clauses

The man who received the medal was my uncle. (adjective clause)

We always stop working when the bell rings. (adverbial clause)

I believe that the bookkeeper is honest. (noun clause)

In the first sentence, the subordinate clause is the group of words, *who received the medal*. The subordinate clause is an **adjective clause** and modifies the word *man*. In the second sentence, the subordinate clause is *when the bell rings*. It is an **adverbial clause** and modifies the verb *stop*. This clause expresses *time* just as an adverb expresses *time*. The subordinate clause in the third sentence is the group of words, *that the bookkeeper is honest*. This subordinate clause is a **noun clause** and is used as the object of the verb *believe*.

Adjectival Clauses. Restrictive and Nonrestrictive Clauses

An **adjective clause** is a subordinate clause that functions as an adjective. Adjectives are used to describe or limit nouns or pronouns. An adjective clause is also used to describe or limit a noun or a pronoun.

An adjective clause is usually introduced by a relative pronoun. A **relative pronoun** is a pronoun that joins an adjective clause to some word in the independent or main clause. The word to which it joins the clause is the antecedent of the relative pronoun. The relative pronouns used in this way are *who* (*whom*), *which*, and *that*.

Adjective Clauses Introduced by Relative Pronouns

John brought the books that you ordered. (*that*- relative pronoun)

I favoured the plan which the senator proposed. (*which*- relative pronoun)

Men who are thinkers look for facts. (*who*- relative pronoun)

I saw the salesman whom I met at the office. (*whom*- relative pronoun)

The subordinate clause in the first sentence is *that you ordered*. It is an adjective clause and modifies the noun *books*. This clause is introduced by the relative pronoun *that*. The antecedent of the relative pronoun *that* is the word *books*. The pronoun *that* joins its clause to the word *books* in the main clause.

The subordinate clause in the second sentence is *which the senator proposed*. It is an adjective clause and modifies the noun *plan*. The antecedent of the relative pronoun *which* is the word *plan*. The adjective clause limits the meaning to the *plan which the senator proposed*.

The subordinate clause in the third sentence is *who are thinkers*. The main clause is *Men look for facts*. In this sentence the subordinate clause comes between the subject and the predicate of the main clause. The subordinate clause is introduced by the relative pronoun *who*. The antecedent of *who* is *men*.

The adjective clause in the fourth sentence is *whom I met at the office*. This clause is introduced by the relative pronoun *whom*. The antecedent of the pronoun is the word *salesman*.

Relative Adjectives

Sometimes an adjective clause is introduced by the word *whose*, which is the possessive form of the pronoun *who*. In such cases the word *whose* modifies a noun which follows it. When the word *whose* is used in an adjective clause, it is called a **relative adjective**. The word *relative* is used to show that the word *whose* refers to its antecedent in the main clause.

*That is the man **whose** car was stolen.* (*man* – antecedent)

In this sentence the word *whose* is a relative adjective, modifying the word *car*. The antecedent of *whose* is the word *man* in the main clause. The word *whose* connects the clause *whose car was stolen* to the word *man*.

Adjective Clauses Introduced by Relative Adverbs

Adjective clauses are often introduced by the relative adverbs *where*, *when*, and *why*. When these adverbs introduce adjective clauses they relate to some word in the main clause in much the same way as a relative pronoun does. A relative adverb always has an antecedent and join its clause to that antecedent. In addition, a relative adverb performs the function of an adverb in its own clause. It is called a relative adverb because it relates to an antecedent.

I found the house where the poet lived. (*where* - relative adverb)

The doctor selected a time when I was not working. (*when* - relative adverb)

I discovered the reason why he is leaving. (*why* - relative adverb)

In the first sentence, the relative adverb is *where*. It introduces the clause, *where the poet lived*. It also refers to its antecedent, *house*. As an adverb, it modifies the verb *lived* in the subordinate clause.

The relative adverb in the second sentence is *when*. Its antecedent is *time*. The relative adverb *when* joins the clause *when I was not working*, to its antecedent *time*. It also functions as an adverb, modifying the verb *was working*.

The relative adverb in the third sentence is *why*. Its antecedent is *reason*. It modifies the verb *is leaving* in its own clause.

The only difference between a relative adverb and a simple adverb is the fact that the relative adverb is found in an adjective clause and refers to its antecedent in the main clause. Both relative adverbs and simple adverbs modify verbs.

“Who” and “Whom” in Subordinate Clauses

It is often difficult to determine whether to use “who” or “whom” when one of these words is used to introduce a subordinate clause. Always keep in mind that *who* is the correct form for the nominative case, and *whom* is the correct form for the objective case.

When a relative pronoun introduces a clause, it has a double function. It joins the clause to its antecedent which is in the main clause, and in addition it performs one of the following three functions in the subordinate clause:

- 1 the pronoun may be the subject of the subordinate clause.
- 2 the pronoun may be used as a predicate pronoun after a linking verb.

3 the pronoun may be used as the object of the verb or a preposition.

In order to determine how the pronoun is used, it is often necessary to put the subordinate clause in grammatical order, or to transpose it.

Allen was the one who published the report. (who - subject)

In this sentence, it is clear that *who* is the subject of the subordinate clause. The form *who* is correct because the subject is in the nominative case.

The president is a man whom everyone admires. (whom – direct object)

In this sentence, the word *whom* is the direct object of the verb *admires*. By transposing the clause, you will be able to see this clearly: *everyone admires whom*. The subject of the clause is *everyone*, not *whom*.

Jack is the boy to whom they gave the camera. (whom – object of preposition)

In this sentence, the pronoun *whom* is the object of the preposition *to*. When the subordinate clause is transposed, the use of *whom* becomes clear: *they gave the camera to whom*. *They* is the subject of the clause, not *whom*.

Restrictive and Nonrestrictive Clauses

Adjective clauses present a problem in meaning and in punctuation. Sometimes the adjective clause is set off by commas. Sometimes the adjective clause is not set off by commas. The following sentences are illustrations of adjective clauses that are *not* set off by commas:

I spoke to the woman who was giving the demonstration.

This is the man who discovered the leak in the pipe.

I dislike driving in a town where there are no stop signals.

In the first sentence, the adjective clause is *who was giving the demonstration*. If you leave the clause out, the meaning of the sentence is changed. The sentence now gives no indication of *who* the woman was. Since the clause identifies that woman, it is essential to the meaning of the sentence.

In the second sentence, the clause is *who discovered the leak in the pipe*. This clause restricts the meaning of the sentence to the man *who discovered the leak in the pipe*. Therefore, it is essential to the meaning of the sentence.

The third sentence does not mean that *I dislike driving in a town*. The meaning is restricted to driving in a certain type of town; that is, in a town *where there are no stop signals*.

Clauses that are necessary to the meaning of the sentence are called restrictive clauses. A restrictive clause is not set off by commas. A **restrictive clause** identifies the word it modifies.

Some adjective clauses are not essential to the meaning of the sentence. They give added information, but the essential meaning of the sentence would not be changed if such clauses were omitted. Study the following sentences carefully:

Mr. Miller, who lived next door, moved to Canada.

Will James, who was once a cowboy, wrote many stories.

Father, who was working in the garden, missed the broadcast.

The speaker, who was accompanied by his wife, left early.

In the first sentence, the clause, *who lived next door*, gives additional information about Mr. Miller, but the meaning of the sentence is not changed if you leave the clause out. The clause does not place any restrictions on the meaning. Therefore, it is called a nonrestrictive clause. Nonrestrictive clauses are set off by commas.

A **nonrestrictive clause** is a subordinate clause that is not essential to the meaning of the sentence. All the clauses in the preceding illustrations are nonrestrictive clauses. They are set off by commas. They are not needed in the sentence to identify the person who is mentioned in the main clause.

A nonrestrictive clause functions more like an appositive or a parenthetical expression. You might call it a thrown in remark. That is the reason why the nonrestrictive clause is set off by commas.

A **continuative clause** is a variant of the attributive nonrestrictive clause, whose antecedent is not one word but a whole clause. Continuative clauses are always separated from the principal clause by a comma. A continuative clause is introduced by the relative pronoun *which*.

Mr. Smith was not at home, which was a relief to her.

He had slept only in snatches, which was worse than not sleeping at all.

Ex. 1 Check yourself by answering the following questions:

- 1 What is a relative?
- 2 What are the main relatives?
- 3 What does the choice of a relative depend on?
- 4 What do you call the word to which the A-clause refers?
- 5 In what position is the A-clause embedded in the matrix sentence?
- 6 When can you compress the A-clause by deleting the relative?
- 7 When can you compress the A-clause by transforming its finite verb into a V-ing (a participle)?
- 8 When is the transformation of the finite verb into a V-ing not

applied?

9 How can you compress an A-clause with the finite verb in the passive?

10 What time relations may the Ven express in the A-clause? How can you compress A-clauses introduced by the relative "as"?

11 What relative is used when the antecedent is the whole matrix sentence?

Ex. 2 Identify the position of the relative in the A-clause and its antecedent:

1 We have no one who can be sent in his place.

2 I talked to Norman whom I found quite an amusing fellow.

3 Did you find a place where we could make a fire?

4 Can I forget the day when we met? That is an adjective which I use sparingly.

5 Can't you see the reason why she is so excited today?

6 In front of him he saw such a dark wasted face as he has never seen before.

7 I was thankful for the warmth that came from the steady burning logs.

8 His face showed only too clearly the strain under which he was labouring.

9 All you who are ready may go.

10 It is I who am wrong.

11 Alfred Wright, who is a director of the Northern Union, has asked me to investigate the facts of the case.

12 One of the men whose name I don't remember told us all the particulars.

13 Give help to him who needs it.

14 On the top of the hill stood an oak whose twisted branches strangely silhouetted against the darkening sky.

15 His nephew had no debts or money difficulties that he knew of.

16 My friend has lost the book which annoyed me immensely.

Ex. 3 Change the second, insert, sentence into an A-clause and embed it into the matrix using

a) who, whom, which, that (delete the relative where possible):

1 All the books were sent to the little girl. The books had pictures in them.

2 The novel is perhaps the greatest work of human wit. The novel is called Don Quixote.

3 The guests came in time. He invited the guests.

4 He never fell. He never climbed.

5 This is an assistant. You may fully rely on the assistant.

b) when, where, why (give also the variant with the relative deleted):

1 I saw you at the moment. You were getting into the bus at the moment.

2 They were at the age. They ought to act wisely at the age.

3 We came to the house. He lived in the house.

4 The time is uncertain. We can speak to him at the time.

5 The reason is clear. He comes here so often for the reason.

6 But he could see no reason. He should not smoke for the reason.

7 I put the necklace in the drawer. I always keep the necklace in the drawer.

c) such ... as, the same ... as:

1 There was such a thunderstorm. We've never heard of such a thunderstorm.

2 You have never read such books. He can give you such books.

3 She wears the same kind of clothes. Her sister wears the same kind of clothes.

4 She showed me the same photo of her son. She shows the same photo of her son to everybody.

d) whose (where possible replace it by "NP of which"):

1 My brother has a scarf. I like the colour of his scarf.

2 This is a letter. I will remember the words of the letter.

3 The man looked funny. The man's hair was close-cropped.

4 The patient could walk. The patient's strength was now restored.

5 He is reading a book. He greatly enjoys the plot of the book.

6 The scientist has been awarded the international prize. The scientist's works are greatly appreciated.

e) which — sentence-substitute:

- 1 The summer has been very warm. It is unusual in this country.
- 2 They bought him a ticket for the play. That was very kind of them.
- 3 The tower clock struck the hour. That changed the train of his thoughts.
- 4 He again heard the busy signal. It annoyed him.

Ex.4 Respond according to the model

Model: 1st Stud. (reads): This is the book which I promised you.

2nd Stud.: Which book did you say?

1st Stud.: Which I promised you.

- 1 The man who came in the morning left a message.
- 2 He phoned me the day he arrived.
- 3 I'd like to see the film you told me about.
- 4 The novel that I am reading is not very interesting.
- 5 We went to see the house where the great man lived.
- 6 That was the actor whose voice I recognized at once.
- 7 I hate the joke that Hane continually plays on me.
- 8 I never smoke such cigarettes as he gave me.
- 9 She used every argument she knew.
- 10 He told me the reason why they quarrelled.

Ex. 5 Translate into English:

- 1 Он мог бы нам показать дом, где она живет.
- 2 Вопрос, на который она не может ответить, мне кажется совсем простым.
- 3 Вот книга, которую вы прочтете с удовольствием.
- 4 День, когда мы встретились, запомнился мне надолго.
- 5 Не могу понять причину, почему он уехал, не попрощавшись.
- 6 На стук никто не ответил, что показалось ему странным.
- 7 Тропа, по которой они шли, временами терялась в траве.
- 8 Меня окликнул человек, чье лицо мне показалось совершенно незнакомым.
- 9 Я искал рассказ, название которого я забыл.
- 10 В конце декабря река еще не замерзла, и это поразило его.

11 День, который мы с таким нетерпением ждали, наконец наступил.

12 Дом, на который вы смотрите, совсем не тот.

13 Они играли в такую игру, о которой я не имел ни малейшего представления.

14 Он обнаружил такие способности, о которых никто не подозревал.

15 На ней был надет тот же костюм, в котором она была на банкете.

Ex.6 *Change the following compound sentences into complex sentences with A-clauses introduced by the sentence-substitute "which":*

1 He is well-read in literature and this is remarkable for his age.

2 She began to tell the story herself and that spoiled everything.

3 Eventually I mentioned Mr. Smith and that put me in bad with her.

4 The cherries are ripening and this is rather unusual for early June.

5 The students did very well in the examination and that was quite expected of them.

Ex.7 *Read the following passage and then do the exercises on it. In answers to questions, use a relative clause*

Example:

Lucy was shaking the mat out of the window of the flat. Tom happened to be passing underneath. Suddenly Lucy's baby gave a cry and she dropped the mat. It fell on Tom and knocked his hat off.

(a) What mat are we talking about?

The mat that/which Lucy dropped or

The mat that Lucy dropped or The mat that fell on Tom's head.

(b) Who was Tom?

The man who was passing underneath or

The man (that/whom) the mat fell on or The man whose hat was knocked off.

1 Mr Black usually catches the 8.10 train. This is a fast train. Today he missed it. This annoyed him very much. He caught the 8.40. This is a slow train and doesn't reach London till 9.40. Mr White usually travels up with Mr Black. Today he caught the 8.10 as usual. Mr White normally borrows Mr Black's paper to read on the train.

As Mr Black was not there today he borrowed a paper from another

passenger, Mr Brown.

(a) What is the 8.10?

(b) What is the 8.40?

(c) Who is Mr White?

(d) Who is Mr Brown? (*Connect him with Mr White.*)

Combine the following pairs of sentences into one sentence (one for each pair) using relative pronouns:

(e) Mr Black usually catches the 8.10. This is a fast train.

(f) Today he missed the 8.10. This annoyed him very much.

(g) He caught the 8.40. This doesn't get in till 9.40.

2 Mr Penn has two umbrellas, a brown one and a black one. Today he took the black one but left it in the bus on his way to work. When he was putting on his coat after his day's work, he saw a dark blue umbrella hanging on the next hook and took it, thinking it was his. Actually it belonged to Mr Count.

(a) What was the brown umbrella?

(b) What was the black umbrella?

(c) What was the blue umbrella?

(d) Who was Mr Count? (*Relate all your answers to Mr Penn.*)

3 Jack and Tom both wanted to go to Malta for their holidays. Tom liked flying so he went to the Blue Skies Agency. They booked him a seat on a tourist flight. Jack hated flying. He went to the Blue Seas Agency. They booked him a berth on the MS Banana. Jack enjoyed his voyage on the MS Banana, especially as he met a very pretty girl on board. She was called Julia.

(a) What is Malta? (*from the point of view of Jack and Tom*)

(b) What is the Blue Skies Agency?

(c) What is the Blue Seas Agency?

(d) What is the MS Banana?

(e) Who is Julia? (*Relate all your answers to Jack or Tom or both.*)

(f) Combine the second and third sentences in the passage into one sentence (*Tom . . . flight*).

(g) Combine the next three sentences into one sentence.

4 George and Paul were working on Mr Jones's roof. When they stopped work at 6.00 they left their ladder leaning against the house. At 7.00 Bill, a burglar, passed and saw the ladder. The house was now empty as Mr and Mrs Jones were out playing cards with Mr and Mrs Smith. Bill climbed up the ladder, got in through a first-floor window and went straight to the main bedroom, where he opened a locked drawer with the help of a screwdriver and pocketed Mrs Jones's jewellery. Just then Tom

returned. Tom was a student. He lodged with Mr and Mrs Jones. Bill heard him coming. He climbed quickly out of the window, leaving his screwdriver on the floor.

- (a) Who were George and Paul?
- (b) Who was Bill?
- (c) Who was Tom?
- (d) Who was Mrs Jones? (*Mention jewellery.*)
- (e) Who were Mr and Mrs Smith?
- (f) What ladder are we talking about?
- (g) What window are we talking about?
- (h) What was the screwdriver found on the floor? (*Connect it with Bill.*)
- (i) Combine into one sentence:

George and Paul were working on the roof. They left the ladder leaning against the house.

- (j) Combine: Mr and Mrs Jones were out playing cards. They knew nothing of the burglary till they arrived home at 11.30.
- (k) Combine: Bill's fingerprints were on the screwdriver. He was later caught by the police.

5 Ann is an au pair girl. She works for Mr and Mrs Green, in Tunbridge Wells. One day Mrs Green unexpectedly gave Ann the day off. (She thought that Ann was looking rather tired.) So Ann rang up her boyfriend, Tom, and said I'm coming up to London by the 12.10 from Tunbridge Wells. It gets into Charing Cross at 13.10. Could you meet me for lunch?

'Yes, of course,' said Tom, I'll meet you at the station under the clock. We'll have lunch at the Intrepid Fox.' Tom usually goes to the Intrepid Fox for lunch.

On the 12.10 Ann met a boy called Peter. Peter was attracted by Ann and asked her to have lunch with him. Ann explained that she was having lunch with Tom. 'Well, I'll wait till he turns up,' said Peter. So Peter and Ann waited under a clock, with another passenger, Mary, who had come up to meet a boy called Paul.

Meanwhile Tom was waiting under another clock. When Ann didn't turn up he thought she'd missed the train, and asked a porter about the next train from Tunbridge Wells. 'The next train leaves Tunbridge Wells at 12.30,' he said, 'and gets in at 13.40. The next one gets in at 14.30.' Tom met the 12.30 but Ann wasn't on it. He couldn't meet the next train because he had to be back at work by 14.00. So he walked slowly towards the exit, wondering what had happened. Luckily the exit was almost directly under the other clock so he met Ann after all.

- (a) Who are the Greens?

- (b) What was the 12.10 from Tunbridge Wells?
- (c) What was the 12.30? (*Connect it with Tom.*)
- (d) Who was Peter? (*Connect him with Ann.*)
- (e) Who was Paul?
- (f) What is the Intrepid Fox? (*Connect it with Tom.*)
- (g) Combine: Mrs Green thought Ann looked tired. She gave her the day off.
- (h) Combine: Peter hated eating by himself. He hoped to have lunch with Ann.
- (i) Combine: Tom had only an hour for lunch. He couldn't wait any longer.
- (j) Combine: Mary's boyfriend didn't turn up. She ended by having lunch with Peter.
- (k) Combine: Tom and Ann wasted half an hour at the station. This meant that they hadn't time for a proper lunch.
- (l) Combine: Tom and Ann very nearly missed one another. This shows that you should never arrange to meet under a clock.

Ex.8 Combine the following pairs or groups of sentences by means of relative pronouns, making any changes necessary

- 1 You sent me a present. Thank you very much for it. (*Thank you very much for...*)
- 2 She was dancing with a student. He had a slight limp. (*two ways*)
- 3 I am looking after some children. They are terribly spoilt, (*two ways*)
- 4 The bed has no mattress. I sleep on this bed. (*The bed I. . .*)
- 5 Romeo and Juliet were lovers. Their parents hated each other.
- 6 There wasn't any directory in the telephone box. I was phoning from this box.
- 7 This is Mrs Jones. Her son won the championship last year.
- 8 I was sitting in a chair. It suddenly collapsed. (*The chair . . .*)
- 9 Mr Smith said he was too busy to speak to me. I had come specially to see him.
- 10 The man was sitting at the desk. I had come to see this man.
- 11 I missed the train. I usually catch this train. *And* I had to travel on the next. This was a slow train. (*Make into one sentence.*)
- 12 His girl friend turned out to be an enemy spy. He trusted her absolutely.
- 13 The car had bad brakes. We were in this car. *And* The man didn't know the way. This man was driving. (*Make into one sentence.*)

- 14 This is the story of a man. His wife suddenly loses her memory.
15 We'll have to get across the frontier. This will be difficult.
16 A man brought in a small girl. Her hand had been cut by flying glass.
17 The car crashed into a queue of people. Four of them were killed.
18 The roads were crowded with refugees. Many of them were wounded.
19 I was waiting for a man. He didn't turn up. (*The man. . .*)
20 Tom came to the party in patched jeans. This surprised the other guests. Most of the other guests were wearing evening dress.
21 The firm is sending me to York. I work for this firm. (*The firm. . .*)
22 The Smiths were given rooms in the hotel. Their house had been destroyed in the explosion.
23 I saw several houses. Most of them were quite unsuitable.
24 He wanted to come at 2 a.m. This didn't suit me at all.
25 This is a story of a group of boys. Their plane crashed on an uninhabited island.
26 They tie up parcels with string. This is so weak that the parcel usually comes to pieces before you get it home. (*The string . . .*)
27 He introduced me to his students. Most of them were from abroad.
28 He expected me to pay £2 for 12 eggs. Four of the eggs were broken.
29 He spoke in French. But the people didn't know French. He was speaking to these people. (*Combine these last two sentences only.*)
30 The boy was a philosophy student and wanted to sit up half the night discussing philosophy. Peter shared a flat with this boy. (*two ways*)
31 They gave me four very bad tyres. One of them burst before I had driven four miles.
32 She climbed to the top of the Monument to see the wonderful view. She had been told about this view.
33 I was given this address by a man, I met this man on a train.
34 The bar was so noisy that I couldn't hear the person at the other end of the line. I was telephoning from this bar.
35 A man answered the phone. He said Tom was out.
36 The horse kept stopping to eat grass. I was on the horse. This (*his continual stopping*) annoyed the riding instructor.

Ex. 9 Combine the following pairs or groups of sentences, using relative pronouns

- 1 Tom had been driving all day. He was tired and wanted to stop.
- 2 Ann had been sleeping in the back of the car. She felt quite fresh and

wanted to go on.

3 Paul wanted to take the mountain road. His tyres were nearly new.

4 Jack's tyres were very old. He wanted to stick to the tarred road.

5 Mary didn't know anything about mountains. She thought it would be quite safe to climb alone.

6 He gave orders to the manager. The manager passed them on to the foreman.

7 She said that the men were thieves. This turned out to be true.

8 The matter was reported to the Chief of Police. He ordered us all to be arrested.

9 In prison they fed us on dry bread. Most of it was mouldy.

10 We slept in the same room as a handcuffed prisoner. His handcuffs rattled every time he moved.

11 We lit a fire. It soon dried out our clothes.

12 They rowed across the Atlantic. This had never been done before.

13 The lorry crashed into a bus-load of schoolchildren. Six of them were slightly injured.

14 She refuses to use machines. This makes her work more arduous.

15 I met Mary. She asked me to give you this.

16 The women prayed aloud all night. This kept us awake.

17 The river bed is uneven and you may be in shallow water one moment and in deep water the next. This makes it unsafe for non-swimmers.

18 Mary said that there should be a notice up warning people. Mary's children couldn't swim.

19 Ann said that there were far too many notices. Ann's children could swim very well.

20 He paid me £5 for cleaning ten windows. Most of them hadn't been cleaned for at least a year.

21 Jack, the goalkeeper, and Tom, one of the backs, were injured in last Saturday's match. Jack's injuries were very slight. He is being allowed to play in today's match. This is a good thing because the team hasn't got another goalkeeper. (*Combine the last three sentences only.*)

22 But Tom's leg is still in bandages. He will have to watch the match from the stand.

23 Mr White didn't get a seat on his train this morning. This put him in a bad temper, and caused him to be very rude to his junior partner. The junior partner in turn was rude to the chief clerk; and so on all the way down to the office boy.

24 On Monday Tom's boss suddenly asked for a report on the previous

week's figures. Tom had a hangover. He felt too sick to work fast.

25 (*Combine the last two sentences only.*)

26 His boss didn't drink. He saw what was the matter and wasn't sympathetic.

27 In the afternoon he rang Tom and asked why the report still hadn't arrived. The report should have been on his desk by 2 o'clock.

28 Tom's headache was now much worse. He just put the receiver down without answering. This was just as well, as if he'd said anything he would have been very rude.

29 Fortunately Ann, the typist, came to Tom's assistance. Ann rather liked Tom.

30 Even so the report took three hours. It should have taken an hour and a half.

31 I went to Munich. I had always wanted to visit Munich.

32 'Hello, Paul,' said Mr Jones to the headwaiter. The headwaiter's name was Tom. He said 'Good evening, sir,' without any sign of recognition. This disappointed Mr Jones. Mr Jones liked to be recognized by headwaiters. (*Omit the first sentence.*)

33 And this time he was with Lucy. He was particularly anxious to impress Lucy.

Adverbial Clauses

An adverbial clause functions in the same way as an adverb functions. Adverbs tell *how, when, where, and to what extent* the action is performed. Adverbial clauses answer the same questions and, in addition, express several other ideas which the simple adverb does not express.

Adverbs modify verbs, adjectives, and other adverbs. Adverbial clauses also modify verbs, adjectives, and adverbs. The adverbial clause modifies a verb more often than it modifies an adjective or an adverb.

Subordinate Conjunctions

An adverbial clause is usually introduced by a subordinate conjunction. This connecting word is called a subordinate conjunction because it makes the idea expressed by its clause subordinate to the main idea in the sentence. The subordinate conjunction also shows the relation between the subordinate clause and the word in the main clause which the subordinate clause modifies.

The **subordinate conjunction** is used to show that the clause which it introduces is a subordinate clause, and not a main clause. The subordinate conjunction also indicates the exact type of relationship that the subordinate clause has to the main clause.

The following illustrations will make clear the function of the subordinate conjunction in a subordinate clause:

We listened to the radio because we wanted to hear the news. (adverbial clause – modifies *listened*)

She will find the telegram on her desk when she returns. (adverbial clause – modifies *will find*)

In the first sentence, the subordinate clause is *because we wanted to hear the news*. It is an adverbial clause and modifies the verb *listened* in the main clause. The subordinate conjunction is the word *because*.

If you leave out the word *because*, the words that follow no longer express a subordinate idea. They express a complete thought. It is the word *because* that makes the group of words, *we wanted to hear the news*, subordinate to the main clause. The **subordinate conjunction** is the key to the adverbial clause.

You should become familiar with the subordinate conjunctions that are commonly used to introduce adverbial clauses. The subordinate conjunction will help you identify the adverbial clause. It will also help you determine the **kind** of adverbial clause which it introduces.

WORDS USED AS SUBORDINATE CONJUNCTIONS

after	even though	till
although	except	though
as	if	unless
as – as	in order that	until
as if	provided	when
as long as	provided that	whenever
as soon as	since	where
as though	so – as	wherever
because	so that	whether
before	than	while
even if	that	

Kinds of Adverbial Clauses

Adverbial clauses are used to express a number of different ideas. The following are the ten important ideas which are expressed by adverbial clauses: *time, place, manner, degree, comparison, purpose, result, condition, concession, cause (reason)*.

Since the subordinate conjunction helps the adverbial clause express the idea intended, you should become familiar with the conjunctions that are used to express certain ideas, such as *time, place*, etc. The following is a list of the subordinate conjunctions commonly used in adverbial clauses of the various types:

Time: after, before, when, whenever, since, until, as soon as, while

Place: where, wherever

Manner: as, as if, as though

Degree: that, as – as, not so – as, than

Comparison: as, than, so – as, as - as

Purpose: that, so that, in order that

Result: that, so that

Condition: if, provided, provided that, unless

Concession: although, though, even if

Cause: as, because, since

Ideas Expressed by Adverbial Clauses

Time: *I watched the crowd while I was waiting for you.*

Place: *Put the notice where it can be seen.*

Manner: *The soldier walks as if he were lame.*

Degree: *Marvin is not so industrious as his brother (is industrious)*

Comparison: *The train was later than it usually is.*

Purpose: *Ted practiced every day so that he might win the contest.*

Result: *The salesman was so persuasive that I finally bought the car.*

Condition: *I shall attend the meeting if I have the time.*

Concession: *Frances will sing at the concert although she has a cold.*

Cause: *Gerald read the book because I recommended it.*

Clauses Of Degree

An adverbial clause of degree that is introduced by the subordinate conjunction *that* usually expresses a **result** idea as well as the idea of **degree**. The degree idea is expressed by words like *such*, *such a*, and *so* which precede the subordinate clause.

Jane practiced so long that she became very tired.

Harold made such a poor sales record that he lost his position.

In both these sentences, the adverbial clauses introduced by *that* express a degree idea and a result idea.

An adverbial clause of degree usually modifies an adjective or an adverb in the main clause.

He talked so loud that he annoyed the speaker.

In this sentence, the adverbial clause *that he annoyed the speaker* is introduced by the subordinate conjunction *that*. The adverbial clause modifies the adverb *so* in the main clause.

The Position of an Adverbial Clause

In all the preceding illustrations, the adverbial clause follows the main clause. An adverbial clause is often placed at the beginning of the sentence for emphasis, or for variety in sentence patterns. When the subordinate clause precedes the main clause, it is usually set off by a comma.

He went to the office when it was convenient. (follows main clause)

When it was convenient, he went to the office. (precedes main clause)

The men work overtime whenever it is necessary. (follows main clause)

Whenever it is necessary, the men work overtime. (precedes main clause)

In the first sentence, the adverbial clause follows the main clause. In the second sentence, the same adverbial clause precedes the main clause. The adverbial clause is placed at the beginning of the sentence for emphasis. Since the adverbial clause is in inverted or transposed order, it is set off by a comma.

The adverbial clause in the third sentence follows the main clause. In the fourth sentence, this same clause is placed at the beginning of the sentence for emphasis. The adverbial clause is set off by a comma because it is in transposed order.

Sometimes it is necessary to change the position of a noun and a pronoun when the adverbial clause is placed at the beginning of a sentence.

*I shall visit **Margaret** in Texas if she sends me her address.*

*If Margaret sends me her address, I shall visit **her** in Texas.*

Clauses Of Comparison

In both speaking and writing, words are often omitted that are necessary to the grammatical completeness of the sentence. Certain words are sometimes omitted because the meaning of the sentence is perfectly clear without them. Sometimes they are omitted in order to avoid using a sentence that is awkward or monotonous.

Certain words are usually omitted in an adverbial clause of comparison for the reasons just given. The verb is often omitted because it can be readily supplied. It is important to realize that the verb has been omitted in order to decide upon the correct form of the pronoun that should be used as the subject of the verb. We often hear sentences like the following, which are incorrect:

*I am younger than **him**.* (incorrect)

*John can run as fast as **us**.* (incorrect)

In both sentences the incorrect form of the pronoun is used in the adverbial clause of comparison. If the speaker had finished the clause, he would have used the correct form of the pronoun. When the clause is finished, it becomes evident that the pronoun is the subject of the clause. A pronoun used as the subject should be in the nominative case.

*I am younger than **he** (is young).* (he – subject)

*John can run as fast as **we** (can run).* (we – subject)

In the unfinished clause of comparison the word *than* is a conjunction, and not a preposition. The word *than* introduces a clause which must be finished grammatically. When we supply the words that are necessary to complete the clause, we realize that the form of the pronoun should be *he* and not *him*. *He* is the correct form to use for the subject. The subject requires the nominative case.

Study the following illustrations carefully. Pay special attention to the form of the pronoun used in the adverbial clause of comparison.

*You have lived longer than **I** (have lived).* (not me)

*Martha sews as well as **she** (sews).* (not her)

*Some of the men worked harder than **we** (worked).* (not us)

*I speak as correctly as **he** (does).* (not him)

“As – As” and “Not So – As” In Comparisons

The connectives *as – as* and *not so – as* often used in sentences that contain adverbial clauses of comparison. Careful writers and speakers make a distinction in the use of these combinations. The use *as – as* when the comparison is positive, and *not so – as* when the comparison is negative.

The comparison is said to be positive when the two things compared are approximately the same or equal. The comparison is said to be negative when there is an inequality between the two things compared. An illustration will help make this clear.

*John is **as** tall **as** his brother.* (positive comparison)

*John is **not as** tall **as** his father.* (negative comparison)

In the first sentence, the comparison is positive. The two persons compared are approximately equal in height. The combination *as – as* is used to indicate this type of comparison. In the second sentence, the combination *not so – as* is used to show an inequality in height, or a negative comparison.

In speaking and in informal writing *as – as* is commonly used to show both types of comparison – positive and negative. However, in formal writing it is advisable to observe the distinctions that discriminating writers make.

Use of “Like” in Clauses

The word *like* is commonly used as a preposition. When the word *like* is used as a preposition, it should be followed by an object. If the object is a pronoun, the pronoun should be in the objective case.

Many careful speakers and writers feel that *like* should not be used as a conjunction to introduce a subordinate clause of manner or comparison. The words *as*, *as if*, and *as though* should be used to introduce this type of clause.

*I shall write the letter **like** you advised me.* (colloquial)

*I shall write the letter **as** you advised me.* (preferred)

*You look **like** you were tired.* (colloquial)

*You look **as if** you were tired.* (preferred)

*It looks **like** it might snow.* (colloquial)

*It looks **as if** it might snow* (preferred)

In the last years, the colloquial use of *like* as a conjunction has increased. This use sometimes appears in print. We often hear the word

like used as a conjunction in popular television programs. However, in general, it has not been accepted as standard English for written use.

When *like* is used as a preposition, it means *similar to*, or *in a similar manner to*.

*Mary's hat is **like** the one I bought in Paris.* (like – preposition)

*John is **like** his father in temperament.* (like – preposition)

Ex.1 Check yourself by answering the following questions:

- 1 How do you transform the insert sentence into a D-clause?
- 2 What position do you embed the D-clause in?
- 3 What functional words express the relations between two events in a complex sentence with a D-clause?
- 4 What are the groups of the subordinators and the relations expressed by them?
- 5 Is the rule of identity applied to D-clauses?
- 6 How can you compress the D-clauses whose NP-subject is identified from the matrix sentence?
- 7 Which subordinators can also be deleted in such clauses?
- 8 How can you compress the D-clauses with a different subject embedded in front of the matrix sentence?
- 9 How is a noun-phrase adverbialized?
- 10 What kind of phrases are synonyms for D-clauses?
- 11 What is the position of a D-phrase in the sentence?
- 12 What other positions can the D-clauses and D-phrases fill in?

Ex.2 Connect each pair of sentences into a complex sentence expressing different relations between two events:

a) time relations (mind simultaneity, priority, or successiveness):

- 1 The chairman called for discussion. The speaker finished.
- 2 They all went away. It was done.
- 3 The sounds reached her. She drew nearer.
- 4 She blushed. She recalled the foolish dreams.
- 5 They dressed. They went to dinner.
- 6 He hummed a tune. He awaited the girl's return.
- 7 Once he ran away. He was very small.
- 8 Mary is just as sweet as honey; Mary chooses so to be.
- 9 Shut up. I read.
- 10 I kicked and fought and cried. He let me go.

- 11 They talked. They dined.
- 12 The nurse told her a story. She went to bed.
- 13 We live here. The war ended.
- 14 We are friends. We know each other.

b) place relations:

- 1 They came out. They went in.
- 2 They rested. They stopped.
- 3 She put the books. She took them from.
- 4 Don't make noise. The child is sleeping.
- 5 She put the book. The book is lying now.

c) condition relations (first real, then unreal):

- 1 He will go with us. We shall ask him.
- 2 You shall be my best student. You will go on so.
- 3 All will be well. She will arrive in time.
- 4 You will find it. You will look in her room.
- 5 She will come. You will invite her.
- 6 I shall die. They will force me to spend another night in that room.
- 7 I will buy a radiogram. I have money.
- 8 I can't read this book in the original. I don't know Spanish.
- 9 I shall all the same be a linguist. I can't live my life over again.

d) purpose relations:

- 1 Speak louder. I can't hear you.
- 2 He stood aside. She passed.
- 3 He rode fast. The cool wind cooled his face.
- 4 I shall explain it again. You can understand it better.
- 5 The young mother tiptoed in. The baby didn't wake up.

e) concession relations:

- 1 He was well-read in mathematics. He was young.
- 2 She was always eager to be early. She was often late.
- 3 He always found time to help people. He was busy.
- 4 It was March still. It was quite warm outside.
- 5 I will come, my dear. It is ten thousand miles.

- 6 Ring me up. It is late.
- 7 She is an excellent stenographer. She is young.
- 8 I will join you. It will rain hard.

f) comparison relations:

- 1 The time flew. A minute passed.
- 2 She patted the stray dog. It was her own pet.
- 3 He looked at her. He saw her for the first time.
- 4 He writes. He is reformed.
- 5 The chairs were pushed back. Their occupants had just risen.
- 6 She stood on the platform trembling. She was going to cry.
- 7 He suddenly became more tender. He had never been so tender (than).
- 8 John was wiser now. He hadn't been so wise a year before (than).
- 9 He speaks French better. You speak French not so well (than).
- 10 Amiss is as good. He could always be as good (as ... as).
- 11 The nights don't last so long. The nights lasted long in December (not so ... as).
- 12 The actor is not so talented. The public thinks him to be talented (not so ... as).

g) manner relations:

- 1 He acted. He was told to act so.
- 2 He addressed the letter. He was asked to address the letter.
- 3 She prepared her wonderful cakes. She had been doing it for years.
- 4 She did it exactly. She understood it.
- 5 He worked as much. He could work as much.
- 6 Describe the picture. You see the picture.

h) result relations:

- 1 It is late. I can't stay any longer.
- 2 She is changed. I couldn't recognize her.
- 3 The picture is marvelous. The visitors couldn't tear their eyes off it.
- 4 The rope was tight. It broke.
- 5 The tea is very sweet. It can be refreshing.
- 6 The oranges are very tired. They are not tasty.
- 7 He ran fast. I couldn't overtake him.

8 The lady in front wore a large hat. I couldn't see the street.

Ex. 3 Apply the rules of compression to the D-clauses in the following complex sentences:

a) the rule of identity and reduction:

1 One day Kitty had a serious accident while she was swinging in the garden.

2 As he was a child of seven Harry displayed a great love for painting.

3 The task, when it was completed, seemed a very easy one.

4 While they were out in the country, they used to do a lot of fishing.

5 Though he is very young he is quite competent in this field.

6 Delete the subject where it is possible.

7 Keep on doing it according to the instruction unless you are directed otherwise.

8 She spoke as if she were in a dream.

9 They danced until they were out of breath.

10 The baby will not stop crying until it is fed.

11 No sooner it had been said than it was done.

12 If you are tired, sit down. Make any changes in the list if they are necessary.

b) the rule of compressing the D-clauses with a different subject into a Ving-clause:

1 As all the guests had arrived, the hostess invited them to table.

2 As the windows were closed, she didn't hear the noise in the street.

3 As everything was settled, he paid the money.

4 As it was very hot, the children gladly ran down to the lake.

5 When the summer was over, they came back home.

6 When the lights were turned on, they sat to supper.

7 When the fog lifted, the planes began taking off.

8 As it was late when we left this town, we rode no farther than Ferrara that night.

9 When two days had elapsed, we again set forward.

Ex.4 Use the adverbialized N-phrases instead of the D-clauses in the following complex sentences (the rule of adverbialization):

a) use the prepositions expressing time relations: "after", "before", "on", "in":

- 1 He slowed down the car before he turned round the corner.
- 2 She shook the bottle before she took the medicine.
- 3 The host looked round before he proposed the toast.
- 4 The student read the sentence twice before he commented on it.
- 5 The train jerked before it moved off.
- 6 She wiped the tears after she read the joke and laughed at it.
- 7 Christine sat thinking about what had happened after she had read the letter.
- 8 The slot machine worked well after it had been repaired.
- 9 The room looked nicer after it was dusted.
- 10 The teacher praised the student after he heard him.
- 11 He broke his shoelace while he tried to pull it tighter.
- 12 While he was writing the letter he dated it wrong.
- 13 She had no difficulty while she was looking for the house.
- 14 While he was explaining the rule he tried to make it simpler.
- 15 While she was knitting the jumper she suddenly pulled out several stitches.
- 16 After he arrived he gave us a ring.
- 17 When he entered the room, the famous detective saw a visitor waiting for him.
- 18 When the speaker explained the rule, he wrote a neat row of symbols on the board.
- 19 When he squeezed himself into the crowded bus, he realized that it was a wrong one.

b) use the preposition "by" expressing cause relations:

- 1 You offended me as you talked and behaved like this.
- 2 You tired me as you asked me all these questions.
- 3 You made me unhappy because you refused my offer.
- 4 Mr. Chambers talked me into this absurd plan as he treated me man to man.
- 5 You disappoint your friends because you behave as you do.
- 6 I cleaned my breast because I told you everything.

c) use the preposition "without":

- 1 When she left, she didn't warn anyone.
- 2 When they listened to the report, they didn't ask any questions.

- 3 When I said it, I didn't think.
- 4 When I bought the bag, I didn't see it.
- 5 When they changed the telephone, they didn't change the number.
- 6 When we explained the situation, we didn't involve our friends.
- 7 When she returned the book, she didn't thank me.

Ex.5 Translate into English:

a)

- 1 Будучи ребенком, он увлекался коллекционированием марок.
- 2 Работая над этой книгой, писатель много ездил по стране.
- 3 Вставьте артикль, где необходимо.
- 4 Сделайте это к завтрашнему дню, если возможно.
- 5 Сидя в кафе, я увидел человека, которого когда-то встречал.
- 6 Набирая номер, она ошиблась.
- 7 Убирая со стола, она разбила чашку с золотым ободком.
- 8 Плача горькими слезами, она, повторяла: «Зачем я это сделала?..
Зачем я это сделала?..»
- 9 План, хотя и обсужденный в деталях, не был вполне удовлетворительным.
- 10 Он хорошо знает математику, хотя и молод.
- 11 Разъясняя правило, преподаватель старался сделать его проще.
- 12 Он выполнил упражнение, как ему сказали.

б)

- 1 Так как пьеса была скучной, они ушли из театра после второго акта.
- 2 Так как день отъезда приближался, он начал укладывать вещи.
- 3 Так как погода была прекрасная, они отправились за грибами.
- 4 Так как была середина лета, ночи были светлые и короткие.
- 5 Когда работа была закончена, они пошли домой.
- 6 Когда подали чай, гости сели за стол.
- 7 Когда письмо было написано, он пошел на почту отправить его.
- 8 Так как шел сильный снег, им пришлось остаться дома.

в)

- 1 Прочитав письмо, он бросился на почту.
- 2 Она успокаивала ребенка, поглаживая его по голове.

- 3 Мы экономим время, заказывая билеты по телефону.
- 4 Она обидела его, назвав его лентяем.
- 5 Это упражнение можно улучшить, упростив его.
- 6 Составьте список до упаковки вещей.
- 7 Вы должны подумать, прежде чем решиться на это.
- 8 Убирая комнату, она нашла потерянное кольцо.
- 9 Побывав в музее, он написал другу о своих впечатлениях.
- 10 Он уехал, не попрощавшись.
- 11 Она прошла мимо, не видя меня.
- 12 Женщина стояла прямо, не поворачивая головы.
- 13 Он переписал текст, не меняя его содержания.
- 14 Он вошел в комнату, не поздоровавшись с нами.

Ex.6 Write a composition of at least ten sentences using as many of the compressed constructions as seems natural.

Ex.7 Connect each pair of sentences into a complex sentence with the possible types of D-clauses and then compress them where possible:

- 1 She gets a letter from her friend. She goes to Leningrad.
- 2 He laughed. Tears poured down his face.
- 3 We began the discussion. They came.
- 4 The storm dies out. We leave the shelter.
- 5 The conductor recovers. The concert takes place.
- 6 The TV set is repaired. We watch the figure-skating program.

Ex.8 Comment on the following sentences:

- 1 She spoke as if she were in a dream.
- 2 No sooner said than done.
- 3 Russ Kimpton was standing in the foyer as the two women came down the steps.
- 4 It is a good sign when sick people are cross.
- 5 Just a minute till I get my blazer.
- 6 Although it has been kept out of the newspapers, the date is widely known in the diplomatic circles.
- 7 The little man sighed so comically that I couldn't help laughing.
- 8 They were married six weeks after they had met.
- 9 I had learned the rules when young.
- 10 He made a mistake in subtracting the figures.

- 11 His hands jerked, as if they were on wires.
- 12 The same boy came up to where we were sitting.
- 13 You annoyed me by talking and behaving like that.
- 14 When in London, the tourists traveled in double-deckers.
- 15 Jim took a bath before going to bed.
- 16 The night being pitch-dark, the travelers lost their way.
- 17 He agreed without saying a word.

Ex.9 Translate into English:

- 1 Мы беззаботны, когда мы молоды.
- 2 Она играла сонату, как будто выполняла упражнения.
- 3 Я поглажу брюки, пока утюг включен.
- 4 Павел был уже там, когда она вернулась.
- 5 Он был груб без намерения обидеть.
- 6 Если бы я вас встретил вовремя, я бы вам тогда же все рассказал.
- 7 Я согласился купить щенка, не видя его.
- 8 Хотя предложение было заманчиво, он нашел в себе силы отказаться от него.
- 9 Она сделала это замечание, не думая.
- 10 Хотя она часто опаздывала, она всегда стремилась приходить вовремя.
- 11 Я слышу его так, как будто он совсем рядом.
- 12 Закончив книгу, он долго думал о судьбе героев.
- 13 Выслушав посетительницу, я сказал, что ничего не могу для нее сделать.
- 14 Если потребуется, будут даны добавочные подробности.
- 15 Он подождал, прежде чем войти в комнату.
- 16 Я выучил это стихотворение, читая его много раз.
- 17 Хотя это и выглядит неправдоподобным, тем не менее это так.
- 18 Так как в лесу было прохладно, нам не хотелось уходить.
- 19 Она так устала, что сейчас же легла спать.
- 20 Дождь был такой сильный, что мы промокли до нитки.
- 21 Так как машина шла с большой скоростью, мы проехали поворот налево.
- 22 Я колебался, прежде чем ответить.
- 23 Он посмотрел на нее, как будто не знал, что сказать.
- 24 Они направились туда, где стоял автомобиль.
- 25 Не успели они войти в зал, как сеанс начался.

- 26 Едва они подошли к забору, как залаяла собака.
- 27 Мы будем здесь, пока ты не вернешься.
- 28 Он сказал, что напишет вам после того, как закончит свои дела.
- 29 Не говорите об этом, если вас не спросят.

РЕПОЗИТОРИЙ ГГУ ИМЕНИ Ф. СКОРИНЫ

Functions Of the Noun Clause

Noun Clause – Subject of a Sentence

A noun is commonly used as the subject of a sentence. A noun clause may also be used as the subject of a sentence. The following illustrations show how the noun clause is used as the subject of a sentence. The whole clause is the subject.

What the chairman proposed was not practical.

How you manage on your income is a puzzle to me.

That their house is for sale is a well-known fact.

Where we could find an apartment was our problem.

The subject of a sentence usually tells what we are talking about. The noun clause in the first sentence tells what was not practical; namely, *What the chairman proposed*. In the second sentence, the subject, or the noun clause, tells what it is that is a puzzle to me; namely, *How you manage on your income*. In the third sentence, the noun clause tells what is a well-known fact; namely, *That their house is for sale*. The noun clause in the last sentence tells *what our problem was*.

If you examine the preceding illustrations, you will see that the following words introduce the noun clause: *what*, *how*, *that*, and *where*. These same words are often used to introduce adjective or adverbial clauses. The only way to be sure that you are dealing with a noun clause is to determine how the clause is used in the sentence. If it functions in the way that a noun functions, it is a noun clause.

Noun Clause – Direct Object of a Verb

A noun clause is frequently used as the direct object of a verb. A noun used as an object completes the meaning of the verb and answers the question *What?* A noun clause used as the direct object of a verb completes the verb and in almost all cases answers the question *What?* Study the following illustrations. They show how noun clauses are used as objects of verbs:

I hope (what?) that you will be promoted. (object of *hope*)

We knew (what?) where we could park the car. (object of *knew*)

Tell the manager (what?) why you are leaving. (object of *tell*)

I believe (what?) that it is going to rain. (object of *believe*)

He understood (what?) what we were trying to do. (object of *understood*)

The noun clause in the first sentence tells *what I hope*. It is used as the object of the verb *hope*. The noun clause in the second sentence tells *what we knew*. It is the object of the verb *knew*. The noun clause in the third

sentence tells *what you should tell the manager*. It is the object of the verb *tell*. The noun clause in the fourth sentence tells *what I believe*. The noun clause in the last sentence tells *what he understood*.

Noun Clause – Predicate Noun

A noun clause may be used as a predicate noun after one of the linking verbs. Like the predicate noun, a noun clause used after a linking verb means the same as the subject. It is also used to complete the verb. The noun clauses in the following sentences are used as predicate nouns after linking verbs:

The rumour was that he had left the city. (means the same as *rumour*)

That is what we agreed to do. (means the same as *that*)

My first impression was that I had seen him before. (means the same as *impression*)

The report was that he was drowned. (means the same as *report*)

The noun clause in the first sentence is *that he had left the city*. It completes the verb *was* and means the same as the subject *rumour*. The noun clause in the second sentence is *what we agreed to do*. It completes the linking verb *is* and means the same as the subject *that*. The noun clause in the third sentence is *that I had seen him before*. It completes the linking verb *was* and means the same as the subject *impression*. The noun clause in the last sentence means the same as *report* and completes the linking verb *was*.

Noun Clause – Object of a Preposition

Like the noun, a noun clause is sometimes used as the object of a preposition. You may often find it difficult to determine whether the noun clause is the object of the preposition or whether some word in the clause is the object of the preposition. If you study the following illustrations carefully, you will see why an entire clause is the object of the preposition.

Give the message to whoever is in the office. (noun clause – object of the preposition *to*)

We did not agree about what the doctor ordered. (noun clause – object of the preposition *about*)

Do the job in whatever way you wish. (noun clause – object of the preposition *in*)

In the first sentence, the noun clause *whoever is in the office* is the object of the preposition *to*. *Whoever* could not be the object of the preposition because it is the subject of the clause. In addition, the sentence does not mean that you should give the message to *whoever*. It means that you should give the message to *whoever is in the office*. The entire clause is the object of the preposition *to*.

In the second sentence, the noun clause *what the doctor ordered* is the object of the preposition *about*. The sentence does not mean that we did not agree about *what*. It means that we did not agree about *what the doctor ordered*. The word *what* could not be the object of the preposition because it has another function to perform in the clause. It is the object of the verb *ordered*.

The noun clause in the third sentence must be the object of the preposition. The word *way* could not be the object of the preposition because that is not the meaning intended. The sentence does not mean that you should do the job *whatever way you wish*. The entire clause is the object of the preposition *in*.

Omission Of the Connecting Word

Sometimes the word that introduces a subordinate clause is omitted. The reason for this omission is to bring the main ideas and the subordinate idea closer together. Although the best writers and speakers often omit the connecting word, you should supply it whenever there is any doubt about the construction of the clause.

I believe that you will be promoted. (*that* – subordinate conjunction)

I believe you will be promoted. (subordinate conjunction omitted)

Noun Clauses Used As an Appositive

A noun is often used in apposition with another noun. The word apposition comes from two Latin words which mean “placed by” or “put near to”. A word in apposition is placed near another word to explain it or to identify it in some way. We often speak of a person and then add something to explain who the person is, or to identify him in some way.

*Mike, our **janitor**, is very accommodating.*

*We called on Dr. Allen, a famous **scientist**.*

*Paris, a **city** in France, is famous as a fashion center.*

In the first sentence, the noun *janitor* is in apposition with the noun *Mike*. It explains who Mike was. In the second sentence, *scientist* is in apposition with *Dr. Allen*. It identifies him as a scientist. In the third sentence, *city* is in apposition with *Paris*.

In all three sentences the nouns that are in apposition with other nouns are set off by commas. Sometimes the appositive is so closely connected with the noun that no commas are required. It is not good to set off the appositive by commas in sentences like the following:

My brother Andrew is in London.

The poet Whittier wrote “Snowbound”.

Like the noun, a noun clause is often used in apposition with a word or a group of words. When the noun clause is used in apposition, it usually explains such words as *idea*, *fact*, *belief*, *report*, *rumour*, etc. Noun clauses used in apposition are not set off by commas.

The rumour that John would be elected spread rapidly.

The fact that the contract was signed was important.

The announcement that the strike was over was received with cheers.

We entertained the hope that the crew had survived.

Noun Clause And the Introductory “IT”

Sometimes a sentence begins with introductory word *it*. In sentences of this type the word *it* is not the real subject of the sentence. The grammatical or real subject appears later. The real subject is often a noun clause. Sentences are arranged in this way either for emphasis or for smoothness.

It is obvious that you do not have money.

(It) That you do not have money is obvious. (transposed order)

This sentence begins with the introductory word *it*. The real or grammatical subject appears later in the sentence. The subject is the noun clause, *that you do not have the money*. When the sentence was transposed, the word *it*, which has no grammatical connection with any part of the sentence, was dropped, and the real subject was put in its proper place.

The word *it* has only one purpose in sentences of this type. It fills in the place normally occupied by the subject. Its function is similar to that of the introductory word *there*. When the word *it* is used in this way, it is called an expletive.

Sentences that begin with *it* as an expletive, or “filling in” word, are easily recognized because they always follow the same pattern:

It is important that you see him at once.

(It) That you see him at once is important. (transposed order)

Words That Introduce Noun Clauses

A noun clause may be introduced by a subordinate conjunction. The subordinate conjunctions commonly used in this way are *that*, *whether*, and *whether or*. The sole duty of the subordinate conjunction is to connect the noun clause to the main clause.

*I wonder **whether** they will recognize me.*

*John knows **that** he will be nominated for an office.*

Whether (not *if*) should be used to introduce noun clause used as the direct object of the verbs *say*, *learn*, *understand*, *know*, *doubt*, *ask*, *tell*, *discover*, *wonder*, etc.

*Ask John **if** he washed the car.* (incorrect)

Ask John **whether** he washed the car. (correct)
I did not know **if** he would leave or stay. (incorrect)
I did not know **whether** he would leave or stay. (correct)

A noun clause is often introduced by a relative pronoun: *who, what, whatever, whoever, whomever, whichever*. *Whoever* and *whomever* are seldom used in informal writing and speaking.

The agent does not know **what** he should do about repairs.

Give to the fund **whatever** you can afford.

A copy of the speech was given to **whoever** wanted it.

The relative pronoun that introduces a noun clause is sometimes called an indefinite relative pronoun because it does not have an antecedent expressed in the sentence.

Sometimes the relative pronoun is used as an adjective in the noun clause. A pronoun used in this way is called a relative adjective, or an indefinite relative adjective because it has no antecedent.

I shall accept **whatever salary** is offered me. (*whatever* – adjective modifies *salary*)

The manager always knows **what course** he should follow. (*what* – adjective modifies *course*)

Noun clauses are also introduced by the adverbs *how, when, why, and where*. The introductory adverb also modifies the verb in the noun clause. The noun clause is underlined in the following sentences.

How we should invest the money is the question. (*how* – adverb)

He asked where the president lived. (*where* – adverb)

I do not know when the speaker will arrive. (*when* – adverb)

Ex.1 Identify the matrix sentences and the position of the N-clauses in the following complex sentences

- 1 What you are after is not here.
- 2 I wonder when they will come back.
- 3 That is just what I do not understand.
- 4 Tell us where our customer went.
- 5 I feared you wouldn't have returned in time to accompany me.
- 6 This was how it was done.
- 7 Whatever I said was accepted.
- 8 She knew that he was watching her with amusement.
- 9 What she said was absolutely true.
- 10 It depends on what is expected of me.

- 11 Does he mean what he says?
- 12 It is true that I approached such problems with an exact method.
- 13 The danger in these things may assume undue importance.
- 14 A moment later he realized that this was an illusion.
- 15 What seems odd to me is that he couldn't find an easier solution to this problem.
- 16 They were unaware that George had won the third prize in a mile race.
- 17 Whichever of the varieties are to be planted will be decided by the gardener.
- 18 The shed looked as if it had been repainted recently.
- 19 He wondered what was the point of speeding up the work.
- 20 How old she was remained a puzzle.
- 21 That he would win the sharp shooting competition I never doubted.

Ex.2 *Change the first, insert, sentence into an N-clause and then embed it in the matrix sentence. Choose the conjunctive by the italicized element, otherwise use "that"*

Model: We shall meet *in the park* → *where* we shall meet
 Something must be decided now.
 Where we shall meet must be decided now.

- 1 She may be against it. It never occurred to me.
- 2 Paul doesn't write *for some reason*. It worries me.
- 3 She said *it*. It was absolutely true.
- 4 They were going to manage it *somehow*. It seemed of no importance.
- 5 He's gone *somewhere*. It is a mystery.
- 6 The related events were true to fact (or not). It didn't trouble Mrs. Pearce.
- 7 He suggests *many things*. It is always accepted.
- 8 She might come back *any time*. It doesn't concern me any more.
- 9 She did not recognize him. It was apparent.
- 10 You will speak *to the manager*. It must be decided.

Ex.3 *Answer the questions by using N-clauses of your own according to the model.*

Model: Question: What worries you?
 Response: Why they haven't come.

- 1 What must be decided?
- 2 What seems of the greatest importance?
- 3 What can't be true?
- 4 What worries you?
- 5 What seems impossible?
- 6 What sounds surprising?
- 7 What is settled?
- 8 What is clear to all?
- 9 What has never occurred to you?
- 10 What is difficult to imagine?
- 11 What is impossible to see?
- 12 What is out of the question here?
- 13 What annoys you?
- 14 What sounded like good advice?
- 15 What's unbelievable?

Ex. 4 Translate into English:

- 1 Что он имел в виду, осталось невыясненным.
- 2 Что они хотят присоединиться к нам, и так ясно.
- 3 То, что мусоропровод полезное изобретение, — вне всякого сомнения.
- 4 Почему он так долго не пишет, беспокоит меня. Для нас важно, к какому времени он выполнит эту работу.
- 5 Что вас затрудняет? – Какой вариант выбрать.
- 6 Что вас волнует? – Почему их до сих пор нет.
- 7 То, что на его письма не отвечают, раздражало его.
- 8 С кем бы вы ни дружили, это и мои друзья.
- 9 Как вы это ни сделаете, будет прекрасно.
- 10 Меня беспокоило, понравится ли им моя статья.
- 11 Поддержит он нас или нет, не так уж важно.
- 12 На сколько человек накрывать стол – вот, что сейчас обсуждается.
- 13 Что тут странного? — Что он не сообщил об этом заранее.

Ex.5 Change the first, insert, sentence into an N-clause and then embed it in the NP-predicate position of the matrix sentence. Choose the conjunctive by the italicized element, otherwise use "that", "if", "whether", or "as if (though)".

Model: We should do it without delay —> that we should do it without delay

My suggestion is...

My suggestion is that we should do it without delay.

- 1 The conference is cancelled. The point is...
- 2 He was about to say something. He looked...
- 3 He will cope with the task *somehow*. Is the difficulty...?
- 4 I could get tweed for a jacket *somewhere*. The matter is...
- 5 We want just *these data* for the report. The data seem...
- 6 We can find him *somewhere* before two o'clock. The question remains...
- 7 She bought such lovely countrysiders *somewhere*. The puzzle is...
- 8 I can't agree *for this reason*. That is exactly...
- 9 This auditorium will have to seat *a certain number* of people. The problem might be...
- 10 They may be willing to share the responsibility with us. The question is...
- 11 The working instructions should be strictly observed. One of the conditions is...
- 12 I might have caught a bad cold. I feel...

Ex.6 *Permutate where possible the matrix and the N-clauses in the complex sentences of Problem 7.*

Ex.7 *Change the following sentences with noun-phrases into complex sentences with conjunctives:*

- 1 My suggestion is for him to go through the exercise again.
- 2 We are puzzled by his being unable to see the solution here.
- 3 I question their having accepted the plan.
- 4 We plan for the delegation to take the Moscow-Kiev-Tbilisi route.
- 5 We aim at John's studying the profession of a builder.
- 6 The question is the time of starting.
- 7 The trouble is the reason of his smoking so much.
- 8 The advice is for us to await further instructions.
- 9 The only way out seemed descending into the valley before the sunset.
- 10 We were surprised for him to have failed in the exam.
- 11 The point is the cause of the accident being possible.

12 The mystery is the manner the birds of passage finding their ways to their nesting places.

Ex.8 Translate into English:

- 1 Вопрос в том, как нам уговорить его на это.
- 2 Трудность, по-видимому, в том, поддержит ли он нас.
- 3 Дело в том, что они не поняли задания.
- 4 Она выглядела так, как будто еще не поправилась.
- 5 Это как раз то, чего нам не хватает.
- 6 Разве это не то, о чем вы говорили в прошлый раз?
- 7 Беда в том, что мы не знаем его адреса.
- 8 Проблема состояла в том, как спроектировать фундамент.
- 9 Похоже на то, что они будут нам возражать.
- 10 Вопрос в том, нужно ли вообще красить гараж.
- 11 Одно из условий состояло в том, что он должен был следить за литературой.
- 12 Задача в том, где найти такие карандаши.
- 13 Трудность, по-видимому, в том, что сервант надо отполировать.
- 14 Беда в том, что лампа в торшере перегорела.

Ex.9 Change the first, insert, sentence into an N-clause and embed it in the N-object position of the matrix sentence. Choose the conjunctive:

- 1 This could be a good camping site. I felt...
- 2 He promised *something*. I depended on...
- 3 I say *this*. He depended on...
- 4 We know *something* about the device. The instruction does not agree...
- 5 He says *all manner of things*. People are always eager to listen to...
- 6 Coffee is a good pick up. She is always saying...
- 7 His words were doubted *for some reason*. She wondered...
- 8 The outdoor activities should be planned *in this way*. The teacher spoke of...
- 9 He develops films *somewhere*. Can you think of...?
- 10 *It* demanded our attention. We concentrated on...

Ex.10 Answer the following questions by using N-clauses of your own according to the model.

Model: Question: What are you thinking of?

Response: How he will take it.

- 1 What did she depend on?
- 2 What does he tell you?
- 3 What did he ask?
- 4 What did the telegram say?
- 5 What doesn't the statement agree with?
- 6 What do they suggest?
- 7 What would you mind?
- 8 What is she uncertain about?
- 9 What are you quite sure of?
- 10 What were they unaware of?
- 11 What are you interested in?
- 12 What does he ask you about?
- 13 What do you feel?
- 14 What must you see to?
- 15 What must you agree upon?

Ex.11 Translate into English

- 1 Все зависело от того, получают ли они телеграмму вовремя.
- 2 Я не знаю, куда он положил эти книги.
- 3 Я не понял, что вас беспокоит.
- 4 Выбирайте, что хотите.
- 5 Он спросил меня, как я добрался домой.
- 6 Я никогда не думал, что приеду в этот город.
- 7 Я не думаю, что нам следует это рассказать другим.
- 8 Я чувствовал, что здесь что-то не так.
- 9 Никто не интересовался тем, как мы провели время.
- 10 Я велел дежурному передать вашему другу, что вы уехали.
- 11 Мы увидели то, что казалось плотиной.
- 12 Он сказал то, что мне показалось серьезным.
- 13 Почему вы возражаете против того, о чем не имеете ни малейшего понятия?
- 14 Я не смог бы сказать, через какую часть города мы проезжаем.
- 15 Не могу себе представить, кто его сюда послал.
- 16 Мы видели, как искусно были подрезаны кусты.
- 17 Я сказал, кто я, но они не впустили меня.

- 18 Он купил то, что я бы не купила ни за что на свете.
- 19 Спроси, хотят ли они передохнуть.
- 20 Я поднялся и сказал Алисе, что я уйду.
- 21 Разве он предложил, чтобы мы перенесли собрание?

Ex.12 Compress the following object N-clauses containing modals:

- 1 Tell me what I am to do next.
- 2 Did he tell you where you were to go?
- 3 We wonder whether we are to call for her or not.
- 4 I wondered why we should worry.
- 5 Have you decided when you are to leave?
- 6 He was undecided which book he was to choose.
- 7 The question is what we are to do on Sunday,
- 8 The difficulty is what we are to say.

Ex.13 Comment on the following sentences and translate them:

- 1 It was as though he and she were in alliance.
- 2 That he would be the loser admitted of no argument.
- 3 I am beginning to believe that it may be the best thing for you.
- 4 It seemed to me that nothing would move me now.
- 5 That is exactly what I mean.
- 6 What I am trying to tell you now is that I have changed my mind.
- 7 What puzzled me most was why I cared.
- 8 It was clear that whatever I might say wouldn't produce any impression on her.
- 9 I don't need to say what you already have.
- 10 How he managed to pull through is a miracle.
- 11 Whoever did it wasn't seen.
- 12 She knew what was right.
- 13 That she saw the possible consequences was a puzzle to me.
- 14 It was a big question what to begin with under the circumstances.
- 15 They didn't know which to choose.
- 16 I can't see why do it now.
- 17 The question is whether or not she will like what we have to tell her.
- 18 It puzzled me why Tony should be waiting outside.
- 19 That he would prefer to join the Brigade all of us knew perfectly well.
- 20 That she didn't want to pursue the topic was quite clear.

- 21 He said he had lost the key.
22 We couldn't decide where to go or what to do.
23 I wish I hadn't told you.
24 That may be because she did it herself.
25 The plot of the book centred around what might seem an unimportant affair.

Ex. 14 Translate into English:

- 1 Я начинаю думать, что вы правы.
2 Что Павел уже окончил мореходное училище, поразило меня.
3 Мы не знали, что делать.
4 Куда пойти в воскресенье, нужно решать заранее.
5 Как вы это примете, очень важно для меня.
6 Как жаль, что я не знал вашего адреса в то время.
7 Он размышлял о том, как избежать скандала.
8 Что меня удивляет, это почему он сам не высказывается.
9 Один из пунктов программы состоит в том, чтобы посетить музей-усадьбу Тургенева.
10 Теперь нам нужно сосредоточиться на том, как организовать подготовку к встрече с выпускниками.
11 То, что его опрометчивое решение приведет к такой серьезной ошибке, следовало ожидать.
12 Кто будет это выполнять, неважно.
13 Что бы я ни говорил, не принималось всерьез.
14 Для меня безразлично, знаете ли вы что-нибудь о фехтовании или нет.
15 Они спросили, на какой высоте находится панорамная площадка.
16 Вы понимаете, что это значит, не так ли?
17 Интересно, сколько времени еще нам придется ждать?
18 Спортсмен рассказал, что он победил на олимпийских играх.
19 Было трудно сказать, сколько ему лет.
20 Где я достал эту книгу, заинтересовало его.
21 Все зависело от того, что нам предложат.
22 Вы ждете того, что, возможно, никогда не случится.
23 Мы опасались, что погода испортится к воскресенью.
24 То, что они покорили эту вершину за три дня, казалось невероятным.
25 Кого вы любите, не трудно догадаться.

- 26 Он знает, чего он хочет.
- 27 Вдруг она увидела то, что искала с самого утра.
- 28 Я сожалею о том, что я сказал.
- 29 Я горжусь тем, чего вы добились.
- 30 Я разочарован в том, как он написал свой доклад.
- 31 В редакции меня уверили, что оставят необходимое место для статьи.
- 32 Как я спланирую свою работу, это не то, о чем вам стоит беспокоиться.

РЕПОЗИТОРИЙ ГГУ ИМЕНИ Ф. СКОРИНА

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Для заметок

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Учебное издание

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**ПРАКТИЧЕСКАЯ ГРАММАТИКА
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для студентов 3 курса специальности
1 – 02 03 06 01 «Английский язык»**

В 2 частях

Часть 2

В авторской редакции

Подписано в печать . Формат 60х84 1/16. Бумага писчая № 1.
Гарнитура «Таймс». Усл. печ. л. Уч.-изд. л. . Тираж 50 экз. Заказ №

Отпечатано в учреждении образования
«Гомельский государственный университет
имени Франциска Скорины»
246019, г. Гомель, ул. Советская, 104